

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kim Spencer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Minot Consolidated School

(As it should appear in the official records)

School Mailing Address 23 Shaw Hill Road

(If address is P.O. Box, also include street address.)

City Minot State ME Zip Code+4 (9 digits total) 04258-4444

County Androscoggin County State School Code Number* 1309

Telephone 207-346-6471 Fax 207-345-9535

Web site/URL http://RSU16.org E-mail kspencer@rsu16.org

Facebook Page

[https://www.facebook.com/pages/Minot-Consolidated-](https://www.facebook.com/pages/Minot-Consolidated-School/239681751476?ref=hl)

Twitter Handle _____ School/239681751476?ref=hl Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Tina Meserve

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: tmeserve@rsu16.org

Other)

District Name Regional School Union 16 Tel. 207-998-2727

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Mary Martin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------|------------|--------------|-------------|
| PreK | 18 | 9 | 27 |
| K | 19 | 22 | 41 |
| 1 | 15 | 20 | 35 |
| 2 | 15 | 8 | 23 |
| 3 | 19 | 14 | 33 |
| 4 | 11 | 17 | 28 |
| 5 | 11 | 12 | 23 |
| 6 | 14 | 17 | 31 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 122 | 119 | 241 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|--------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year | 2 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 5 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 7 |
| (4) Total number of students in the school as of October 1 | 241 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.029 |
| (6) Amount in row (5) multiplied by 100 | 3 |

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: NA
8. Students eligible for free/reduced-priced meals: 40 %
 Total number students who qualify: 96

Information for Public Schools Only - Data Provided by the State

The state has reported that 40 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>9</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|--|-----------------|
| Administrators | 1 |
| Classroom teachers | 15 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 7 |
| Paraprofessionals | 15 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 97% | 0% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: At Minot Consolidated School we use our hands, hearts, and minds to learn together. We instill qualities of character and prepare students for the future.

PART III – SUMMARY

Minot Consolidated School is a small rural elementary school serving 249 students from Pre-K to sixth grade. It is nestled amidst the rolling hills of Androscoggin County in central western Maine. The town of Minot covers thirty-one square miles, has deep agricultural roots and, according to the 2010 census, has a population of 2,607. We would like to think, however, that we are special not because of our size or location, but because of our spirit that is felt in all we do.

That spirit has been present for many generations. One Minot forefather was Captain William Ladd who, in the early 1800s, founded the American Peace Society. “Peace Ladd” promoted ideas that were precursors to the League of Nations and United Nations. Our own “Apostle of Peace” demonstrated the character that still exists as a very present part of our school. MCS is humble and simple, but we pride ourselves by knowing what is right and acting on it.

MCS was built in 1953. Prior to this Minot children attended 10 rural one-room schoolhouses dispersed around town and the surrounding towns. The original school had four rooms, a multi-purpose room, five teachers and 140 pupils. Our current sixth graders just recently interviewed a prominent town historian. One difference that was noted was that when she went to school, “students were not allowed to talk to their classmates, sit on the floor, or get out of their seat.” If you did “the teachers would get out their rulers and hit their hand.” Thankfully, engaging with others and working collaboratively are essential parts of our current school culture!

When Maine School Consolidation Legislation was passed in 2009, the three towns of Minot, Mechanic Falls, and Poland became a regional school union. Accustomed and comfortable with their independence, this union presented the communities of those three towns with the challenge of blending together into one cohesive unit while maintaining some of their individuality. This unity continues to be a goal of the district in our work to bring consistency to curriculum, job descriptions, power standards, and a common evaluation system.

One unique school day feature is that students and staff recite Minot’s mission statement after the pledge of allegiance each morning.

“I will do my best and be my best, do the right thing even when no one is looking, learn something new every day, be a kind and respectful team player, and make good choices to prepare myself for the future.”

These statements remind students of how we show respect to others and ourselves. At our monthly Minot Mustang Award Assembly we recognize students who demonstrate these qualities. This assembly brings our special community together and highlights our unique spirit in many ways. Each month students challenge each other and the principal with Mustang Chants, always adding laughter and energy to the event. We believe Captain Ladd would approve of promoting student character in this way.

A significant aspect of MCS’s current school culture is its deep sense of community involvement. Our school is the epicenter of the town where children are educated, but also town meetings are held, community dinners are served, and recreational sports events are attended. Parents value education as evidenced by our very active Community Club, attendance at student-led conferences and open houses. Many parents volunteer at our school on a regular basis. Staff breakfasts, literacy nights, enrichment activities, new playground equipment, and field trips are all examples of how Community Club serves the school and shows their appreciation to the students and staff.

We are proud of our close knit and involved faculty. Half of our staff has served the school for over fifteen years, with one forty-year veteran teacher still an active and involved second grade team member. Several current staff members graduated from MCS as eighth graders before school consolidation.

MCS is a great place for children and community members to learn and feel a part of a larger, strong community. Students who have been brought up in Minot might leave as young adults, but often return to raise their own families, sending multi generations of students through our classrooms. We have grown to a school of sixteen classrooms, a library of over 8,000 books, a gymnasium/cafeteria, offices, and a staff of forty but have never lost that comfortable hometown atmosphere. Students who attend the Functional Life Skills at MCS are an important part of the school community. We are proud of our heritage, and our strong academic record, but also that we help students feel like they belong. When Jessamyn Quint, the 2015 Poland Regional High School Valedictorian recently visited and reflected on her days at MCS, her powerful words spoke volumes. She proudly reminisced with these words:

“I couldn’t have done it without Minot. This is where it all began, where my first image of education started.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Minot Consolidated School's curriculum follows the district's strategic plan which sets forth a clear objective to "Develop a transparent, viable curriculum in all subject areas. Curriculum will be aligned to State standards. Curriculum will be anchored with common assessments and contain related resources."

This year's focus has been on writing instruction. The act of "doing" writing and celebrating writing is given more time than talking about conventions. Teachers build on students' writing strengths and hold focused small group and individual conferences around writing strategies used by good writers. One student shares, "I can create what I want and no-one can say I'm wrong!" Classroom conditions are created so that students are responsible and make personal decisions about their learning, and thrive as writers.

Early literacy begins with a solid reading foundation. Forty-five minutes is dedicated to developing skills in phonics, phonemic awareness, fluency, comprehension, and vocabulary every day. We immerse children in quality literature through guided reading and literacy circles. As students grow as readers, teachers focus on developing comprehension strategies and fluency within more difficult texts. Our curriculum allows students to show their knowledge of literature through projects, writing, and discussions. One student compared reading to a sport saying, "I get better and better the more I read."

Our district has adopted a scientifically researched math program that meets the components of our core curriculum. Teachers supplement according to our power standards and student needs. Problem solving, mathematical reasoning, and applying math skills to real life are at the forefront. For example, sixth graders weigh cafeteria food waste, collect data, and create graphs with the goal of becoming responsible consumers and reducing waste.

The Science Curriculum is based on NSE standards and includes developmentally appropriate science themes. Inquiry is the main method used to achieve learning goals through hands-on activities and student investigations. We partner with a coastal ecology foundation and all grades participate in on-site visits and field trips related to environmental studies. Additionally, our on-site vernal pools and walking trails provide students with opportunities to observe nature in their backyard. A favorite project in forth grade is creating gnome houses. One student explains that he "learned about natural resources in constructing a potential home for a small creature." An annual science fair is held where students prepare projects using the scientific method and seek answers to their own questions about individually chosen topics.

The social studies curriculum mission is for "Students to acquire social studies skills and knowledge; and to use them to analyze and evaluate economic, political, geographic, historical, and social issues." We foster responsibility and citizenship by encouraging Service Learning. Students collect food for food banks and take part in community clean-up days. The Junior Historical Society offers the unique opportunity to engage children in researching and learning about local history. Student projects are proudly displayed throughout our halls. On any given day you might see Egyptian masks made in art class, salt maps of Maine landforms, or Native American dioramas.

Pre-K is in its fourth successful year at MCS. Language development, gross and fine motor skills, social interactions, and enrichment activities are all integral parts of the program, along with core learning in both early literacy and basic math concepts. One kindergartener talks about going to the "bacteria" to bake cookies! The program reflects current research and a best practice related to early learning and is aligned with Maine's Early Learning Guidelines as well as the Common Core state standards. Students focus on exploration, feeding their curious minds, and developing a lifelong love for school. Building a strong home/school connection is extremely important and is evident in weekly family meetings. Eighty percent of our current kindergarteners who attended our Pre-K program met early literacy benchmarks, compared to zero percent of those who had no Pre-K experience, correlating Pre-K participation to school readiness.

It is essential that we include a review of our Functional Life Skill's curriculum. Students are typically performing at least two years below grade level and have a variety of special needs. The classroom staff uses Core Content Connectors based on the Common Core Standards for Maine to help students progress toward grade level expectations.

2. Other Curriculum Areas:

Minot Consolidated School offers classes in Art, Library and Physical Education to all students Kindergarten through sixth for at least forty minutes once a week. General Music classes are offered to students Kindergarten through fourth for forty minutes a week and students in grades five and six are offered Instrumental Music classes once a week. Three to five percent of the third through sixth grade population of Minot Consolidated School is identified each year for Gifted and Talented Education (GaTE).

The art program at Minot Consolidated School is a sequential curriculum where students are exposed to and explore the visual arts using a variety of mediums. Students are encouraged to be creative and let their imaginations guide them. A couple of students share their favorite things in art.

"Clay—it is fun to mold and we get a little messy sometimes!"

"Our teacher helps people learn by [making suggestions] in the nicest way."

Each week a famous artist is featured in our weekly art contest. We can always count on a number of students to submit their interpretations for each piece. A winner and runner up are chosen, their names are announced and a special pencil is awarded.

In addition to weekly library classes, our library is open all day every day and students have full access to the shelves of books that fill our library. Students are actively engaged in activities that focus on literacy themes; for instance, "Bowling for Biographies" integrates the fun of bowling, biography books and the famous people who are represented. Maine and local authors are highlighted as well. Developing an appreciation for outstanding writing and illustrations, extending text to a higher level are goals that are promoted in the summer reading program and school reading challenges. One student shares that he "Loves to read all the awesome books in the library."

Physical education class provides the ideal atmosphere in which students can develop physically, socially, emotionally and intellectually. There is an undeniable need for children to be taught the importance of exercise, diet, and the benefits of living a healthy lifestyle.

During P.E. class, there are continuous opportunities that can be utilized to build the skills needed for life-long learning and achievement. Emphasizing teamwork, problem solving, healthy choices, and active learning is important and begins by establishing a collaborative relationship. This is reflected by one student when he says, "Teamwork makes best because if you don't help than your teammate will probably get caught." Through mutual respect, a desire to learn and achieve can be fostered in all students.

During music classes students engage in activities that integrate rhythmic speech, movement, dramatic play, singing, improvisation and the use of instruments to teach musical concepts in a variety of ways. The sound of playing the recorder "relaxes" one student. These activities help students practice critical thinking, hone social skills and enhance self-esteem while learning a lifelong skill. Students also have the opportunity to join the school's concert band when they reach fifth/sixth grade. Members of the concert band quickly learn that they must be responsible, dedicated and disciplined team members in order to be successful. These skills combined with the social and emotional aspects of being a performing ensemble make music a valuable component to the education of children at Minot Consolidated School.

During enrichment time, GaTE students work on Common Core Standards in math and reading at a more challenging level and accelerated rate.

In Language Arts, students wrote letters to their favorite authors. In Literature Circles they are thinking critically about their reading. They are reading and writing in multiple genres and will put together a district-wide publication of their best writing to share with others.

In Math, students are applying all skills in solving real world problems. Fourth graders are graphing mathematical data, using bar graphs, line graphs, picture graphs and circle graphs.

Providing students with the opportunity to express themselves and shine in other “non academic” areas has given students a platform to show their strengths. It is also a great opportunity to integrate subjects into the arts, often times making connections with students that might not otherwise occur.

3. Instructional Methods and Interventions:

Teachers at Minot Consolidated School are constantly using a variety of instructional methods to accommodate the different learning styles of our students. We continue to develop a tiered approach to instruction, beginning with a strong core curriculum that is taught to all students and then supported by small-group and individual interventions when needed.

Teachers differentiate instruction on the basis of student backgrounds, readiness, and interests. This results in accessible and challenging instruction for all students. Some students may require more pre-teaching, repetition and direct instruction before they are independent with a skill. Other students may be ready for more independent work and higher order thinking activities. Turning and talking, explaining one’s thinking and finding evidence to support predictions are teaching methods from which all students benefit. In the Functional Life Skills Program, a team of specialists regularly completes formative assessments on each student’s progress and adjusts interventions as needed. Specific interventions that include sensory breaks, behavior plans, non-verbal cues and student choice are considered for all students at MCS.

Multiple opportunities to respond to their learning must be available to all students. Some students may show their learning in the form of written work or a project form. A walk up the hallway of our school makes it apparent that project based and group learning is an important instructional approach used at MCS. Essential questions or prompts, accompanied by a rubric, guide students as they work collaboratively to research and present new learning.

When small group or individual instruction is needed to support a concept or skill, teachers have set aside time to work with individual or small groups of students on math and literacy skills. These interventions occur in the regular classroom by our most highly qualified teachers and then when needed, Title 1 staff and/or Educational Technicians provide additional supports. We are always trying to stay current and utilize new technology as an additional way to reinforce new learning.

Competencies such as self-confidence, motivation, and a sense of personal responsibility are also supported as students develop a positive disposition toward learning. At MCS, students are recognized and attention is given for individual and group accomplishments.

Fostering mutual responsibility amongst students for the learning and the learning of others drives our instructional methods and interventions at MCS. These are skills necessary to be successful as learners and workers in this ever-changing world. As one fifth grader puts it, “Learn, then help others.” These are words that we all aspire to apply as we work and grow together.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Assessment data in the tables show strong achievement scores over the past five years for the third-sixth graders at MCS. Approximately seventy-one percent of students meet or exceed standards in math and eighty-one percent of students meet or exceed standards in reading in the 2013-14 data. Despite having forty percent of our students qualify for free and reduced meals, test scores within that demographic group have consistently shown improvements and over the past few years, been very strong. Reading and math scores have been generally very similar, with both subjects equally as strong; however, there are some trends that we have observed.

The trends that emerge seem to follow grade levels and depend on a few factors. Class size and the number of students who receive special services are, in general and with our population, considered to influence data. While these may present challenges, it is our collective responsibility to find creative ways to overcome these barriers. For instance, this year's sixth graders have, longitudinally, some of the lowest test scores. In addition, our first and second grade classes are larger (twenty students in each) in size and needed extra support. In response to this, we agreed to try a few new strategies this year. First, we combined the two small sixth grade classes for science each day, freeing up one teacher to provide reading and math interventions to struggling students in sixth, first and second grades. Sixth grade staff also teamed with special education staff to provide the majority of services to sixth grade students in the regular class. The students are highly motivated as they work cooperatively with their peers in the regular classroom every day and are showing accelerated growth. This in turn, allowed the special education staff to concentrate their time and efforts on our more needy students. These are scheduling and collaborative practices that we will continue to explore when positive results are anticipated.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Minot Consolidated School uses a variety of data to assess teaching practices. Observing students' daily work, informal and formal classroom assessments, and intermittent state tests all provide important student, classroom and school information.

Assessing students' work on a daily basis allows the teacher to make immediate decisions on which students need reteaching of concepts. Lessons are adjusted and different materials are used and the process continues until the teaching and learning styles "click" and students are successful.

Normed and State tests provide educators with "big picture" data that is used to make curriculum and programming decisions. If data trends across time show patterns in one subject or curriculum area falling below standards, school and district professional development time is devoted to the areas of concern. For example, this year we have focused our attention on strengthening our writing practices because of downward trends in our writing data.

Depending on our goals, sharing data with students, parents and community members looks slightly different. At student led conferences, we focus on student growth and goal setting, always encouraging students to work hard and achieve their best. We support parents and offer ways that they can help make learning fun while at the same time practicing and strengthening student skills. Additionally, each fall a State of the School presentation is prepared for the School Board. It contains information on our demographics, annual yearly progress, staff and student retention, student behavior data and ongoing focus areas.

Using assessment for instruction and learning is a continued focus at Minot Consolidated School. A goal for next year is for each teacher to scrutinize how students are spending their time and plan instruction and interventions around assessment data to help determine what practices should be added, continued or set aside.

Part VI School Support

1. School Climate/Culture

Climate and culture at Minot Consolidated School is measured by the appearance of the physical building and the sense of safety and caring felt by everyone. The entrance to the building is welcoming, bright, and easily accessible; once cleared by our mail office staff, you walk through the doors and immediately sense pride and commitment from our students and staff.

Monthly Mustang Pride Assemblies celebrate our spirit as we sing our school song, review expectations, clap loud for the Mustang Chant Challenge, and present awards to those who exemplify the school's mission statements. Each month a classroom performs and twice a year teachers let loose and provide entertainment for the audience. Adding to the excitement, Lightning, our school mascot, gallops in to join the fun.

Our lounge provides a comfortable environment in which staff relax and work. There are always hot and cold beverages available and many times there will be baked goods brought in by staff members. Staff are delighted as they are greeted with home-made donuts and cider in the fall and warm soups in the winter months provided by our Community Club.

When you look deeper, however, and listen to our students, staff and community members you will find evidence of a safe and supportive emotional environment as well. Fifth grade students describe how teachers support them with words like,

“Happy—she is always happy.”

“Exciting—she always does something exciting.”

“Do your best—this helps me do my best and be my best.”

“Goal—reach your goals.”

“Love—she has gave me a love of learning and fun.”

Staff describes MCS as,

“Home—all the things I was looking for to complete my life and goals for a career.”

“Community—Special feeling of community.”

“Together—the staff always works together to do what is best for kids.”

“Family—we care about each other as extended family.”

And parents consider MCS special with these words,

“Involvement—All of [the community] events have made our children feel more involved.”

“Expectations—staff has high expectations for their students.”

“Confidence—I always know teachers will do what is best for my child.”

All of these sentiments illustrate the climate and culture that permeates the facility and human resources of our school environment. The commutative property applies when it comes to teachers and students feeling valued. It doesn't really matter what comes first—the result will always be the same. A healthy work environment is where people feel safe to grow and learn together.

2. Engaging Families and Community

Our staff, families and community members form a strong bond, which in turn creates a successful school environment. It is evident that we work together on behalf of the children. Parents appreciate that their children are challenged to do their best and rewarded for a job well done.

The strong relationship with families and community members begins with our Community Club. This

group of dedicated and generous parents supports our students' academic, physical, and social environment.

They coordinate and manage a number of fundraisers, both family oriented and product based. With the funds raised, they provide the resources to sponsor enrichment activities for the students. Family events are held throughout the year, visiting authors and musicians work, create and perform with students and just recently snowshoes were purchased for Physical Education classes. Start up funds were provided for our fourth grade Lemonade Stand that will be "open for business" during student led conferences. All proceeds will be donated to childhood cancer research. To help support our students during our state testing, Community Club purchases healthy snacks. As a culmination to a successful year, children giggle and laugh together on field day as they enjoy a festival of exciting activities that include bounce houses, thanks to our community Club.

We are also well supported by our volunteers consisting of parents, grandparents, and former students. One of our valued volunteers who we fondly treasure is Papa. He has had three children and three grandchildren go through our school. He shows his gratitude to the staff by mowing our lawns, plowing our lots, planting flowers and decorating the outside of our building. Each and every one of our volunteers is a welcome addition to our school.

One of our biggest events of the year is our Veterans' Day celebration. It is a day for our students to appreciate and honor all of our local veterans for all they've done to protect our country. The veterans are treated to a delicious lunch and afterward, each class gives a presentation that in some special way recognizes service men and women.

We really love our small, country school. The smiles and joy that each person brings makes us one of a kind. For this small central Maine school, our successes are attributed to the strength of the community as a whole. Once again, it's not the size that counts; it's our spirit that matters.

3. Professional Development

In 2013, the district adopted a detailed professional development plan. Under this plan, early release Wednesdays were devoted each week, at both the building and district level, to provide professional development opportunities. During this time teachers and administrators work collaboratively to develop curriculum, effective instructional practices, common assessments, and student achievement. This collaborative process offers teachers and administrator the opportunity to work together side by side, which strengthens our already strong sense of leadership and teamwork, all the while keeping students in the forefront of decisions. Last year, teachers requested some support around teaching math to students. As a result, a full workshop day was dedicated to a guest speaker who provided strategies for teachers to use in their classrooms the very next day. To sustain this new learning, teachers collaborate in their teams to develop and apply their new learning. Teacher's have become "experts down the hall" and provide continued support to each other, building sustainability with in our schools.

At MCS, teachers are lifelong learners and are thirsty for knowledge that will directly impact student achievement. Teachers have developed their skills by participating in book groups with the intention of establishing common language and best practice. The structures and strategies that these books offer guide our literacy instruction and inform our general teaching practices. Professional journal articles are also sources of information. Teachers work together to make important decisions that will establish common school wide expectations for students. Clear expectations have allowed teachers more time for instruction in the classroom and reduced the discipline action needed for many students.

All staff members are involved in a new teacher evaluation and professional growth system. Becoming familiar with the key components of this new system has been another major focus of our professional development time. Included in this process teachers are required to set goals for themselves around areas of need, observe peers to learn from each other and engage in rich dialogue around classroom practices and instruction. Staff feedback about professional development is always used to tailor activities and meet the needs and provide teachers with the support that is asked for. Minot Consolidated School is a school where

professional development is valued and supported by all staff as well as the community. Teachers at MCS experience high quality and well designed professional development activities that directly impact teacher effectiveness and student achievement and success.

4. School Leadership

Despite recent changes in leadership over the past few years, the values and beliefs central to strong teams, has remained steady. Therefore, important to this narrative, quotes from the previous two principals were collected. The first quote begins this narrative:

“...a leader has to develop and foster a ‘we can’ attitude... accomplished by valuing the contributions of each member of the team.”

A school structure that encourages high levels of inclusive school leadership serves many purposes. First, when change in leadership occurs, the newly formed team is always left to wonder what else will shift and change. It requires every member of the team to be flexible to new ideas and standards, while at the same time respecting the integrity of existing programs and routines. A leader’s success should be measured by the successes of the learning community as whole.

At MCS our building leadership team is comprised of three classroom teachers, the speech therapist and the principal. They meet weekly, review data and plan professional development activities. Additionally, all teachers collaborate on school-wide teams to discuss and develop programs. Our goals are always to best serve the whole child knowing that when all the pieces are in place, success follows. The teams meet weekly or as needed, and are facilitated by staff members. Additional leaders at MCS include five District Grade Level Facilitators (GLF) for grades Pre-K to sixth grade. The GLF Team meets monthly with the Assistant Superintendent and three building principals to plan and facilitate district professional development days.

The second leadership quote from a previous principal introduces the second and third leadership tenet:

“Leadership must always strive to build and strengthen relationships...is reflective and recognizes the importance of leading by example.”

Interacting with every adult and child every day with respect and dignity is seen as critical to building positive relationships. An important procedure was established early this year for staff to meet and greet each student at their classroom doors when students entered the building every morning. This expectation is also modeled by the principal as she greets children in the hallway every morning by name and with a smile. This assures that each child will be greeted within minutes of entering the building by an adult, fostering a sense of belonging.

Ultimately, the level to which the staff and students are willing to take risks, work hard, trust each other, communicate, problem solve and stretch the boundaries of traditions are all measures of an educational leader’s success. This is accomplished by a leader knowing and practicing a clear set of honorable values and believing in, modeling and acknowledging the strength of teamwork.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 97 | 92 | 56 | 76 | 79 |
| Proficient with distinction | 30 | 22 | 28 | 28 | 29 |
| Number of students tested | 33 | 27 | 25 | 25 | 24 |
| Percent of total students tested | 91 | 100 | 96 | 96 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 9 | 0 | 4 | 4 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 100 | | 50 | | |
| Proficient with distinction | 21 | | 30 | | |
| Number of students tested | 14 | | 10 | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 97 | 92 | 54 | 76 | 79 |
| Proficient with distinction | 30 | 22 | 25 | 28 | 29 |
| Number of students tested | 33 | 27 | 24 | 25 | 24 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 83 | 60 | 70 | 56 | 63 |
| Proficient with distinction | 24 | 20 | 22 | 20 | 19 |
| Number of students tested | 29 | 25 | 27 | 25 | 16 |
| Percent of total students tested | 100 | 96 | 96 | 100 | 84 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 4 | 4 | 0 | 16 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | 42 | | | |
| Proficient with distinction | | 17 | | | |
| Number of students tested | | 12 | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 83 | 59 | 70 | 56 | 60 |
| Proficient with distinction | 24 | 17 | 22 | 20 | 20 |
| Number of students tested | 29 | 24 | 27 | 25 | 15 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 71 | 79 | 77 | 64 | 71 |
| Proficient with distinction | 13 | 25 | 29 | 21 | 5 |
| Number of students tested | 24 | 24 | 21 | 14 | 41 |
| Percent of total students tested | 100 | 96 | 95 | 82 | 97 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 4 | 5 | 18 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 50 | | | | 69 |
| Proficient with distinction | 0 | | | | 0 |
| Number of students tested | 12 | | | | 16 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 70 | 79 | 77 | 61 | 70 |
| Proficient with distinction | 13 | 25 | 29 | 23 | 5 |
| Number of students tested | 23 | 24 | 21 | 13 | 40 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>6</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 66 | 85 | 79 | 61 | 70 |
| Proficient with distinction | 28 | 30 | 26 | 13 | 22 |
| Number of students tested | 29 | 20 | 19 | 40 | 27 |
| Percent of total students tested | 100 | 100 | 100 | 95 | 96 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 5 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 67 | | | 65 | 67 |
| Proficient with distinction | 17 | | | 12 | 17 |
| Number of students tested | 12 | | | 17 | 12 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 66 | 85 | 78 | 62 | 73 |
| Proficient with distinction | 28 | 30 | 22 | 13 | 23 |
| Number of students tested | 29 | 20 | 18 | 39 | 26 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 94 | 92 | 52 | 92 | 88 |
| Proficient with distinction | 12 | 22 | 20 | 8 | 25 |
| Number of students tested | 33 | 27 | 25 | 25 | 24 |
| Percent of total students tested | 91 | 100 | 96 | 96 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 9 | 0 | 4 | 4 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 93 | | 60 | | |
| Proficient with distinction | 7 | | 20 | | |
| Number of students tested | 14 | | 10 | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 94 | 92 | 50 | 92 | 88 |
| Proficient with distinction | 12 | 22 | 17 | 8 | 25 |
| Number of students tested | 33 | 27 | 24 | 25 | 24 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 90 | 56 | 85 | 80 | 63 |
| Proficient with distinction | 7 | 12 | 26 | 20 | 0 |
| Number of students tested | 29 | 25 | 27 | 25 | 16 |
| Percent of total students tested | 100 | 96 | 96 | 100 | 84 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 4 | 4 | 0 | 16 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | 32 | | | |
| Proficient with distinction | | 8 | | | |
| Number of students tested | | 12 | 9 | 8 | 3 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 2 | 3 | 0 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 90 | 55 | 85 | 80 | 60 |
| Proficient with distinction | 7 | 13 | 26 | 20 | 0 |
| Number of students tested | 29 | 24 | 27 | 25 | 15 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 66 | 92 | 86 | 71 | 86 |
| Proficient with distinction | 8 | 21 | 24 | 0 | 27 |
| Number of students tested | 24 | 24 | 21 | 14 | 41 |
| Percent of total students tested | 100 | 96 | 95 | 82 | 97 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 4 | 5 | 18 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 66 | | | | 81 |
| Proficient with distinction | 8 | | | | 31 |
| Number of students tested | 12 | | | | 16 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 4 | 0 | 3 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 65 | 92 | 86 | 69 | 86 |
| Proficient with distinction | 4 | 21 | 24 | 0 | 28 |
| Number of students tested | 23 | 24 | 21 | 13 | 40 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>New England Common Assessment Program</u> |
| All Students Tested/Grade: <u>6</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Nov |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 79 | 90 | 89 | 68 | 70 |
| Proficient with distinction | 3 | 15 | 0 | 10 | 0 |
| Number of students tested | 29 | 20 | 19 | 40 | 27 |
| Percent of total students tested | 100 | 100 | 100 | 95 | 96 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 5 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 83 | | | 65 | 67 |
| Proficient with distinction | 8 | | | 12 | 0 |
| Number of students tested | 12 | | | 17 | 12 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 0 | 3 | 3 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 76 | 90 | 89 | 69 | 73 |
| Proficient with distinction | 3 | 15 | 0 | 10 | 0 |
| Number of students tested | 29 | 20 | 18 | 39 | 26 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |

NOTES: Disaggregated data for some subgroups and for some years is not available in the school results from the New England Common Assessment Program (NECAPS) if fewer than ten (10) students were tested at each grade level in each subject.